

Pupil premium strategy statement – Millbrook Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	90 chn 23%
	September 2025 to July 2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Faye Charlton (HoS) and Steven Rose (EHT)
Pupil premium lead	Ruth Burbank
Governor / Trustee lead	Sarah McCarthy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM £ 1,515 x 72 = £109,080 CWCF £2630 x 1 = £2,630 Services £350 x 17 = £5,950 Total = £117,660
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£117,660

Part A: Pupil premium strategy plan

Statement of intent



Our vision is to be an exceptional school - a school where through our core values of **kindness and responsibility**, every member belongs and strives to help each other to **be their best**.

Our vision and motto are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares **all** our children to be **happy, confident** and **successful learners**.

At Millbrook, the key principles of our strategy are:

1. A culture of collective responsibility for pupils facing economic disadvantaged
2. Improving the quality of teaching through training and professional development
3. Providing targeted academic and pastoral support
4. Tackling non-academic barriers to academic success

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Lower attainment</p> <p>Statutory assessment outcomes indicate that pupils eligible for Pupil Premium funding often underachieve compared to their peers, highlighting a persistent attainment gap linked to socio-economic disadvantage.</p>
2	<p>Higher absence</p> <p><i>Overall, economically disadvantaged pupils have lower attendance and higher absence rates than their peers, which continues to negatively affect their academic progress and engagement.</i></p>
3	<p>Cultural capital</p> <p><i>Limited access to cultural capital among economically disadvantaged pupils can restrict their ability to connect with the school curriculum and benefit from broader educational opportunities.</i></p>
4	<p>Learning behaviours</p> <p><i>Disadvantaged pupils frequently demonstrate reduced resilience, confidence, and self-esteem, which can diminish their readiness to embrace challenge and hinder active engagement in learning.</i></p>
5	<p>Family engagement</p> <p><i>Parental engagement can be lower among economically disadvantaged families, often due to factors such as work commitments, limited access to resources, or previous negative experiences with education.</i></p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment levels in Reading, Writing and Maths for those eligible for FSM at the end of Key Stage 2</p>	<ul style="list-style-type: none"> The attainment gap between those eligible for FSM and their peers will reduce.

	<ul style="list-style-type: none"> • Outcomes are above the national average when compared to similar children.
Improved attendance for FSM group and other disadvantaged groups	<ul style="list-style-type: none"> • Attendance of FSM pupils will be above the national average data for this group.
Disadvantaged pupils will be supported to build the self-belief and resilience needed to take academic risks and participate confidently in all aspects of school life.	<ul style="list-style-type: none"> • Increased pupil participation • Disadvantaged pupils are more willing to contribute in class discussions and group work, demonstrating growing confidence. • Improved engagement with challenging tasks • Pupils show greater persistence when faced with difficult work, with a reduction in task avoidance or disengagement.
Disadvantaged pupils will engage in a wide range of enrichment opportunities. Parental engagement will increase to be in line with non-disadvantaged peers	<ul style="list-style-type: none"> • Tracking of opportunities will show engagement by disadvantaged children. • Increased attendance by parents at parents' evenings and parent workshops.
To sustain and improve children's sense of wellbeing and belonging at Millbrook.	<ul style="list-style-type: none"> • Pupil voice, pupil surveys and parent surveys reflect positively.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67,000

To directly tackle the attainment gap experienced by disadvantaged pupils, a significant portion of the Pupil Premium funding will be dedicated to enhancing the quality and impact of teaching and learning through

Challenge number

1. Lower attainment 2. Higher absence 3. Cultural capital 4. Learning behaviours 5. Family engagement

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>➤ HIGH QUALITY TEACHING</p> <ul style="list-style-type: none"> • Investing time in high-quality CPD for teachers to ensure effective differentiation, adaptive teaching, and inclusive classroom practice. <ul style="list-style-type: none"> - Differentiation strategies to meet the diverse learning needs within the classroom. - Scaffolding and adaptive teaching methods to support pupils with varying starting points. - Developing metacognitive skills and promoting active learning to build independence and resilience. • Deliver targeted small group and 1:1 interventions in reading, writing, and mathematics. • Use the most effective teachers to model and coach others 	<p>Metacognition and Self-regulated Learning EEF</p>	<p>1</p>
<ul style="list-style-type: none"> • Build oracy into T and L <p>-Encouraging pupils to be more active participants in lessons - choral responses, turn and talk, answer in full sentences with the use of sentence starters etc</p> <p>-Reduce teacher talk – I do, we do, we do, we do, we do, you do!</p>		
<p>To improve outcomes in writing for economically disadvantaged children.</p> <ul style="list-style-type: none"> - Providing contextual experiences that link to writing. - Explicit teaching of key skills and revision - Frequent revisiting of previous learning - Use of scaffolds and frames to support independent work - High Quality teaching model including the use of WAGOLL and Shared writing - Opportunities to build vocabulary and using context - Oral rehearsal of sentences - The use of visual aids eg. Picture prompts 	<p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p>	<p>1, 4</p>

<ul style="list-style-type: none"> - Through the use of high quality texts that links to the schools' demographic - Targeted adult support and intervention. - To embed the Hampshire model of writing. 		
<p>Support all pupils in developing fluency, reasoning, and problem-solving abilities in Maths</p> <ul style="list-style-type: none"> • Develop teacher subject knowledge and planning confidence through quality CPD • Use assessment to identify gaps and address misconceptions • Provide targeted interventions based on need 	Parental engagement EEF	1,4,6
<p>To improve reading early reading skills and reading fluency.</p> <ul style="list-style-type: none"> • Targeted support for teachers around Reading Skills • Training in RWInc phonics programme for those new to the team. 	Working with Parents to Support Children's Learning EEF Phonics EEF	1,4
<p>To address the starting attainment gap in the EYFS through:</p> <ul style="list-style-type: none"> • High quality CPD for staff • Refinement of curriculum long term plans with a focus on cultural capital/ enrichment opportunities • Robust tracking of progress • Targeted interventions • Building relationships with children and families 	Guide to Effective Professional Development in the Early Years EEF Working with Parents to Support Children's Learning EEF Early maths EEF Early literacy EEF Parental engagement EEF	1,3,5
<p>Curriculum – ensure the curriculum is planned and delivered in an equitable way for all.</p>		1,3
<p>Implement rigorous tracking of pupil progress to identify emerging gaps early.</p> <p>Use assessment data to inform planning and resource deployment.</p>	Feedback EEF	1,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Challenge number

1.Lower attainment 2. Higher absence 3. Cultural capital 4. Learning behaviours 5.Family engagement

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast Track Tutoring – 1:1 – delivered by Early Reading Lead Practitioner – Key Stage 1 (7 children)	Improving Literacy in Key Stage 1 EEF One to one tuition EEF	1,3,4
Fast Track Tutoring 1:1 – delivered by Phonics trained TAs – Key Stage 1 (14 children)	One to one tuition EEF	
Fast Track Tutoring 1:1 – Early Reading Lead Practitioner – Key Stage 2 (6 children)	Improving Literacy in Key Stage 2 EEF One to one tuition EEF	1,3,4
Fast Track Tutoring 1:1 – Early Reading Lead Practitioner and Reception TAs - (7 reception)	Improving Literacy in Key Stage 1 EEF	
Y6 interventions (Reading and Maths) 2 hours per week approx. 8 – 10 children per week).	Improving Literacy in Key Stage 2 EEF	1,4
Y6 pre-teaching (Maths – daily/ Reading x 2 weekly)		1,4
Y6 handwriting support (x 2 groups – 8 children) led by TA		1,4
Supporting Early Language Development Course (3 days & 2 hours sessions online)	Improving Literacy in Key Stage 1 EEF	1
Wellcomm (Nursery & Reception)		1, 2, 5
Forest Tots (Nursery)		1,2,3,4
Early Years holiday provision (free places for low income families)		2, 3, 5
Targeted multiplication focus group – Year 4		1,4,5
Multiplication scheduled lesson – Year 4 (all children)	Improving Mathematics in Key Stages 2 and 3 EEF	1,4,5

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance and punctuality.</p> <ul style="list-style-type: none"> • Early intervention with families • Identifying barriers to attendance for children who are persistently absent. • Build a culture of social motivation in the classroom 	<p>Supporting attendance EEF</p> <p>Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation</p>	2
<p>A range of workshops offered to parents and HSLW support around the areas of:</p> <ul style="list-style-type: none"> • Academic support • Wellbeing support • Behaviour support • Autism • sleep 	<p>Working with Parents to Support Children's Learning EEF</p> <p>Parental engagement EEF</p>	1,2,3,4,5
<p>Children are provided with opportunities for enrichment through the curriculum and through extra-curricular activities including, for example, music lessons, theatre performances, sport's competitions and school trips.</p>	<p>Life skills and enrichment EEF</p> <p>Physical activity EEF</p>	1,2,3
<p>Breakfast and Books</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	2,3,5
<p>NEST provision/soft start/movement breaks/Return to new term welcome breakfast</p>	<p>Social and emotional learning EEF</p>	1,2,3,4,5
<p>ELSA- to support children and young people with their social and emotional skills, These skills include: emotional literacy and regulation; self-esteem; social skills and friendship issues; anxiety and worries; problem-solving</p>	<p>Social and emotional learning EEF</p>	4,5
<p>Parent workshops – EBSA targeted invite</p>	<p>Parental engagement EEF</p>	5
<p>Regular gathering of pupil voice – evaluate and action</p>		

Total budgeted cost: £117,660

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall, our previous Pupil Premium strategy has been **partially successful**. We have made meaningful progress in improving engagement and providing targeted support, which has benefited many disadvantaged pupils. However, there remains significant work to be done to fully close the academic attainment and school engagement gaps. Moving forward, we will continue to refine and strengthen our approach to ensure more consistent and sustainable outcomes for all disadvantaged learners.

See previous statement for 23-25

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

In the last academic year, the school received roughly £6,000 in Service Pupil Premium (SPP). This funding was used to provide targeted support for the wellbeing, stability and educational engagement of pupils from service families. Our expenditure focused on meeting the pastoral and emotional needs associated with service life and ensuring that pupils remained fully included in the life of the school. Some of these activities included engaging with military personnel to run enrichment opportunities and build strong links between the services and the school, as well as offering small-group sessions to support

communication of needs and the sharing of experiences, knowledge and personal history.

The impact of that spending on service pupil premium eligible pupils

Service Pupil Premium funding had a positive and purposeful effect on the wellbeing and engagement of our service children. Pupils benefited from targeted pastoral and ELSA support, which strengthened their emotional resilience and helped them manage periods of parental deployment more effectively.

Access to enrichment activities supported pupils' inclusion in wider school life, while targeted resources and communication support helped maintain stability during times of change. Pupils developed a stronger sense of belonging within the school community. Strengthened links between the school and military services have also ensured more consistent and informed support, enabling pupils to feel understood, valued and fully included in all aspects of school life

Feedback from pupils, parents and staff highlights improved confidence, stronger relationships and increased participation in learning and school activities. Children have also shared that seeing serving military in school has also supported the understanding of their peers and enabled children to communicate more openly to others.